

PEDAGOGICAL MANAGEMENT AS A TYPE OF ACTIVITY

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ABSTRACT

In this article, opinions were expressed about the concept of pedagogical management and pedagogical management as a type of activity.

Keywords: management, function, plan, enterprise, competence, motive, function

In the conditions of restructuring of management structures in our country, special attention is paid to management experience. But it is almost impossible to transfer management models from one socio-cultural environment to another, because the characteristics of management are determined by a number of factors, including management forms, types of property, the level of market development, etc.

In management theory, there are three fundamentally different management tools: the first is the organization, management hierarchy, where the main tool is influencing people from above (using the main functions of activity stimulation, planning, organization and control, as well as the distribution of material resources); the second is management culture (that is, values, social norms, attitudes and behaviors developed and recognized by society, educational institution, group of people); the third is the market, the market (that is, based on the sale and purchase of products and services, based on the balance of the interests of the seller and the buyer).

A manager-manager in his work relies on his respect for people and people's respect for him, he builds relationships with people in his work on the basis of trust, and, focusing on success, each person's creates conditions for him to achieve it. In modern scientific literature, management appears as follows:

The process of setting goals and achieving them by mobilizing people's work, intelligence, behavioral motives, as well as financial and technical resources;

Managing business by working with people;

A special type of management activity that revolves around a person;

The leader's ability to achieve goals using work, intelligence and motives of behavior of subordinates;

A field of human knowledge that assists in the effective performance of managerial functions. In science, management is considered both in the sense of "type of activity" and in the sense of "field of knowledge". The most complete definition of management that can be used in education was given by the famous American management theorist P. Drucker. Modern management is a special type of management activity that revolves around people and aims to make people capable of acting together, making their efforts effective and mitigating their inherent weaknesses, because the ability of a person to contribute to society is an enterprise. depending on the efficiency. managing with their own efforts and giving back to the people.

P. Drucker also defines the tasks of management:

- 1) Bringing people together around the common goals of the enterprise, otherwise you will never create a team from the crowd.
- 2) To develop the needs of each employee of the enterprise and, if possible, to satisfy them.
- 3) Do not stop the development of people for a minute.
- 4) Since people have different skills and professional training and employees perform different types of work, their activities should be based on communication between employees and their personal responsibility.

Many features of pedagogical management are determined by the specific features of the pedagogical process. In particular, the features of management of educational systems are largely determined by the educational, educational and developmental functions of education, as well as the characteristics of the goals, methods, tools and forms of the educational process. When the ideas of pedagogical management were introduced into the practice of educational institutions, the system of traditional principles reflecting the organizational-production side of management in education was significantly supplemented. From the point of view of pedagogical management, the following principles of management were determined:

- The principle of respect and trust in a person;
- The principle of a holistic view of a person;
- the principle of cooperation;
- The principle of social justice;
- The principle of individual approach to management;
- The principle of enriching the teacher's work;
- The principle of personal motivation;
- principle of consensus;
- The principle of collective decision-making;
- Principle of targeted coordination;
- The principle of horizontal connections;
- The principle of autonomy of management;
- The principle of constant renewal.

The principle of respect and trust in the individual is the main principle of the leader and the pedagogical team, and it is reflected in the beliefs of each teacher, in encouraging his behavior, throughout the life of the teaching team and the entire school.

The principle of a holistic view of the person has a very important place in the value system of the educational institution, if the leader sees each member of the teaching staff not only as an employee performing professional activities, but also as a person with his needs, motives, goals, experiences in the course of pedagogical activity. At the same time, each teacher treats the child not only as a pupil or student of an educational institution, but as a person.

The principle of cooperation implies the transfer of management from a monologic basis to a dialogical basis, from communication to communication, from subject-object to subject-subject relations.

The principle of social justice implies managing the team of pedagogues in such a way that each teacher has equal rights with others, and his interaction with the administration is based on the understanding of the individual as the goal of management, and not as his means.

The principle of individual approach to management ensures that managers take into account individual characteristics of teachers, their level of professional training, interests, life and social experience.

The principle of enriching the teacher's work lies in the leader's desire to diversify the teacher's professional activity by stimulating professional interest and supporting his professional confidence.

The principle of personal motivation ensures the teacher's personal interest in work, helps to accept certain obligations to the educational institution and the community. The implementation of the principle of consensus allows the leader to bring the team to an agreement in the conditions of the formation of independent views and different points of view among the teachers, to move people from confrontation to cooperation.

The principle of collective decision-making is one of the means of democratization of management, and people do not want to be permanent executors.

The principle of alignment of goals ensures that the leader is goal-oriented, appropriate and consistent with the goals of such work, as a result of which goal integrity appears in the educational institution, that is, such a situation occurs when personal, personal professional goals are achieved. The members of the pedagogical team correspond to the general goals of the educational institution, which is to manage the tasks of the educational system. ensures and does not allow the teacher to stand out professionally in the team.

The principle of supervisory autonomy is one of the important means of democratization of management, the existence of which is a necessary condition for the formation of groups of linear leaders (local leaders within the educational institution). Autonomization allows for decentralized quality control of professional activities of teachers.

The principle of constant renewal determines the transition of the educational institution from the working mode to the development mode. This principle is the main guiding principle in mastering new technologies and methods of education and training, changing organizational and psychological structures and organizing other changes in the educational institution.

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